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ABSTRACT

This document presents an overview of the status of population education in the United States and recommends ways in which federal agencies can provide leadership and support in expanding population education programs. The interdisciplinary nature of population education makes it easy to infuse into existing curricula at all grade levels in social studies, geography, and history. One reason for studying population is that changes in fertility behavior are exerting an impact on the entire social system. This includes the operations of schools by changing the number of children who move through the educational system. Although many developing countries have recognized the need in the past decade for emphasis on population education, similar programs in the United States have moved slowly due to lack of resources and competing priorities for innovative programs. There is a need for appropriate teacher training, material development, and research to develop curriculum content. In the nonfederal sector, some school districts are integrating population units into elementary and secondary level courses. The Population Reference Bureau effectively translates demographic and related phenomena into understandable materials for lay readers. Thirteen recommendations for federal involvement stress the role of agencies, such as the Department of Health, Education, and Welfare, Bureau of the Census, National Science Foundation, and National Institute of Education, in emphasizing population education priorities in annual program planning. (AV)

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POPULATION EDUCATION and the FEDERAL ROLE

Report of the Subcommittee on Population Education, Federal Interagency Committee on Education

SP009771

NOVEMBER 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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The Federal Interagency Committee on Education (FICE) was created by Executive Order in 1964 and currently operates under an updated mandate, Executive Order 11761, issued in January 1974. Chaired by the Assistant Secretary for Education, FICE's functions are to improve coordination of the educational activities of Federal agencies; to identify the Nation's educational needs and goals; and to advise and make recommendations on educational policy to the Secretary of Health, Education, and Welfare and, through him, to heads of other agencies and the President.

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FOREWORD

Impetus for the formation of the Subcommittee on Population Education derives from initiatives taken by several sources: The National Commission for the Observance of World Population Year, former HEW Secretary Caspar W. Weinberger, the HEW Assistant Secretary for Education, Virginia Y. Trotter, and the recommendations contained in the World Population Plan of Action adopted by the United Nations World Population Conference in Bucharest in 1974. All recognized the importance of the Federal government assisting Americans to gain a sound understanding of population phenomena and the relationship between population growth and change and the quality of life.

The Subcommittee, therefore, set about to delineate the role the Federal government should play in encouraging and promoting support for population education in appropriate Federal agencies. This report, the result of an eight-month interagency effort, recommends that population education should be considered a national educational priority and the Federal government should provide leadership and support to promote this activity, in both formal and non-formal educational settings. The report indicates how the needs of population education can best be assisted through programs administered by Federal agencies and the form such support should take.

The Subcommittee wishes to thank the following population specialists for their valuable assistance: Leon F. Bouvier, Vice President, Population Reference Bureau; Judith R. Seltzer, Director, Population Education Program, Population Reference Bureau; and Elaine M. Murphy, Population Education Director, Zero Population Growth.

Ruth Galaid served as Executive Secretary of the Subcommittee and also prepared the report. Sandra C. Moorman, Office of Population Affairs, typed the manuscript.

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INTRODUCTION

Recognizing that education should be responsive to the need to prepare young people to live on a finite, but rapidly-changing planet, we can ask: will it be? This report offers recommendations as to how education can be relevant to a critical area of concern: population. It points to population education, a subject which can help sensitize young people to the conditions, problems and challenges of the world they are part of, one marked by growing interdependence among nations. It recommends that this relatively new field, pioneered chiefly by individual educators and private organizations, be considered a national educational priority and supported by appropriate Federal agencies whose program goals and objectives can be broadened to encompass this activity. The report discusses why population education is an important activity in terms of the national interest, defines its scope, content, and objectives, present and future needs, and recommends the role the Federal government should play in promoting this subject.

* * * *

Definition of Population Education

Population education is the process of developing knowledge, understanding, values and attitudes concerning population phenomena and their effect on the quality of life. It seeks to build an effective awareness of the human dimensions of the world's people living together on a finite globe--an awareness of how the individual affects, and is in turn affected by, population processes.

Scope, Content, Objectives

Population education is demography come alive...people studying people. So the phrase "we are all population actors" does not seem contrived. To a significant extent the future quality of life of our society is dependent on the millions of individual population-related decisions that are being made every day. Societal policies relating, for example, to the aging, the social security and education systems, the provision of a wide array of health and welfare services, will be affected by individual population-related decisions.

In population education courses or teaching units, demographic data are made relevant to contemporary events in the United States and the world, and students consider the determinants, consequences and implications of important population trends. The relationship between population and food, housing, education, transportation, energy consumption, employment, income levels, the persistence of poverty in certain regions, the family, and women's roles are among the areas covered. Sex education and family planning education are not part of the scope of population education or of the subcommittee's deliberations.

Population education is interdisciplinary in nature, and population concepts are usually infused into existing curricula--in social studies, geography, history, for example--thereby complementing and broadening a particular course of study. Population education involves students at all grade levels, and there is growing recognition that it is relevant to adult and continuing education. Teaching materials and classroom activities are designed to stimulate informed discussion and critical examination of all points of view. The student becomes an inquirer, exploring issues and evaluating alternatives. For example, positions for or against growth are not preached; rather, the causes and consequences of population growth, decline and stabilization are examined.

Through population education, students also become aware of global realities, not only of the phenomenal growth of world population but of the increasing interdependence of societies, that in such a tightly-linked system what happens in one part of the world will sooner or later affect other parts of human society: food scarcities in Africa, Asia, the Soviet Union

affect food prices in the United States. They learn that current developments facing American society, which require governmental response, are not necessarily unique to us: urbanization and urban sprawl and its consequences; use and abuse of natural resources; impact on social services of changing proportions of the young and elderly in the population.

Why Study Population?

Why is it desirable for the nation to support population education? There are several essential components of population change that will, in the next quarter century, pose great challenges to our ability to deal with them and to plan for expanded health, education, and other social services. Fertility and migration (both internal and international) will be the population components that will primarily affect the size, distribution, and age structure of the population, and in turn affect all facets of American life.

Population change in the United States has become highly variable. The population grew by 7.2 percent in the 1930s; by 18.5 percent in the 1950s; by 13.3 percent in the 1960s; and will grow by probably less than 10 percent in the 1970s. An important factor accounting for such fluctuations is the shift in the birth rate.* The period of 1946-58 (the so-called "baby boom generation") has been followed by a period of nearly 20 years of sharply declining fertility.

Yet fertility could begin an upward spiral tomorrow for several reasons. Because of the relatively young current age structure of the United States, the country is favorable to population growth, more so than most other developed countries. One must also question: what will be the fertility patterns of the large numbers of girl babies born in the baby boom years? Will these women, who are now of or approaching childbearing age,continue the current low birth rates? If they do, it will still take 70 years for the nation to reach the replacement level of fertility (2.1 children per family), and at this point the United States will contain 40% more people than it has today.

At any rate, if most women carry out their current fertility intentions and have two children, the population would be 258 million at the turn of the century and 288 million in 2025. The population would be well over 300 million by the end of the

*Births for every 1,000 persons in the total population.

century if families should have an average of three children. The mid-year 1976 estimate of the U.S. population was 215.3 million.

Abrupt changes in fertility behavior are exerting considerable impact on the social system in the United States, signalling the need for long-range planning. Changes in fertility rates bring with them rapid changes in the numbers of children, which seriously affect, for example, the operations of our schools as these children enter and move through the educational system.

At the other end of the age spectrum, the baby boom cohort will begin to reach age 65 in the year 2011. By 2020 there will be over 40 million elderly persons in the United States--nearly double the present number and accounting for one-in-seven persons in the total population as compared with the present one-in-nine. There is some evidence of a slight improvement in longevity among the elderly, which has overwhelmingly benefited females. Among people 75 years of age or older, there are two women for every man--the result of lower death rates for women than men over the whole age scale.

There is a discernible trend in the United States for women 65 and over (who are mostly widows) to live by themselves. This is their preference, and their ability to maintain their own households is aided to some extent by the increasing protection offered by social security. In 1959, 2.6 million women, as compared to 1.1 million men, were living alone. By 1974 the number of these women almost doubled, to five million; one-third more men, or a total of 1.5 million, were living alone in 1974.

It is significant, however, that one-third of these women who were living alone in 1974 were living in poverty, as compared with one-fourth of the men, and they accounted for one out of every two aged persons in poverty. In 1959 they accounted for one out of three aged persons in poverty. Even though poverty among the aged has been reduced, the number of poor elderly women living alone has remained about the same over the 15-year period: 1.8 million in 1959, 1.7 million in 1974.

This limited profile of the elderly poor reflects the convergence of several significant trends: changing age distribution, changing family living patterns, changing mortality differentials and changing income support levels. Such important trends, in turn, indicate the need to reexamine social and economic arrangements for older people, arrangements which include the provision of adequate and compatible housing and health facilities, as well as expanded income support programs.

With the slowing of national population growth and continuing immigration, the distribution of the U.S. population assumes added importance. In 1976, 74 percent of Americans lived in metropolitan areas--i.e. cities of 50,000 or more and surrounding counties that are economically integrated with them. If present growth patterns continue, 85 percent of the population will live in such areas by the year 2000. This development will place substantial additional burdens on all levels of government for the provision of educational and employment opportunities, as well as housing, health, transportation and recreational services and the like.

The impact of international migration on U.S. society is another important area of concern. If both fertility and legal immigration continue at current levels, all growth in the United States will derive from immigration by the year 2035. Today legal immigration accounts for about 30 percent of U.S. population growth, and because of present low fertility, the relative contribution of immigration to population growth is increasing yearly.

Current Status . . . The Developing World

Population education is a curriculum innovation with a brief but unusual history. In the past decade the subject has been accepted as an important area for attention by many developing countries. The Government of the Philippines adopted a national population education program in 1972. Twelve other Asian countries, representing a combined population of over 1 billion people, are developing national population education programs. Twelve sub-Saharan African countries are producing instructional materials in population education for insertion in social studies curricula. National conferences on population education have been held in a number of Latin American countries in the past five years.

. . . The United States

What has been happening in the United States during this same period? While it is difficult to identify what is being taught in American schools, it is fair to offer the following perspective: (1) In view of the limited support extended to population education, considerable progress has been made; (2) Measured against the current state of population knowledge in this country and the need to assist Americans to become better informed on population issues, there is much to be done.

Needs

Population education in the United States today can at best be considered an ad hoc effort. Some teachers have been trained in population studies, and a modest beginning has been made to develop curriculum materials. But these are scattered efforts which do not begin to meet the basic needs of the field, which are:

1. Personnel development and training for teachers, teacher trainers and administrators.

   Teachers admit their lack of knowledge of population issues and repeatedly identify the need for training as an obstacle to introducing population studies in their classes.

2. Development and dissemination of teacher and student materials, including improvement and revision of existing materials.

   Many school systems would use population materials immediately if provided free or at low cost. Many teachers would also be interested in adapting population materials to their own particular needs or in developing original materials. While some excellent student and teacher materials have been developed--and even an educational TV series produced--reproduction and distribution of information has been impeded by lack of funds.

3. Assessment of textbooks in appropriate subjects, such as history and geography, to determine if population is dealt with adequately in terms of quality and scope.

   Casual observation reveals that textbooks either generally fail to include, or at best devote scant attention to, population issues.

4. Implementation of successful population education methods and techniques.

   Workshops held in the past several years indicate that teachers are "turned on" to population materials and are interested in developing classroom activities and infusing population concepts into their particular subject specialties.

5. Research to develop curriculum content and to assess the impact of population education programs on knowledge, attitudes and practices. Program evaluation to determine the impact of population education programs is also needed.

Limited Activity, Support

Little support or encouragement for population education has been forthcoming from local, state or federal government sources or from private foundations. Yet the topic is generating widespread public interest and concern. Five consecutive presidents, starting with President Eisenhower, as well as two national commissions on population, 1/ and a United Nations World Population Conference in 1974, have recognized the need for and value of developing an understanding of the causes and consequences of population growth and change.

The Commission on Population Growth and the American Future, established by the President and the Congress in 1970, recommended the enactment of a Population Education Act... "so that present and future generations will be better prepared to meet the challenges arising from population change." The World Population Plan of Action, adopted by the World Population Conference with the strong support of the United States, called upon governments to encourage educational institutions to expand their curricula to include a study of population dynamics and policies and to disseminate population information.

Population education, while not entirely missing from the educational agenda, does not enjoy a competitive advantage over other innovative programs. Although there have been some noteworthy efforts in the past five years to infuse population concepts into curricula and to provide the necessary teaching and materials resources for such a program, relatively few

educational institutions at any level offer population courses. Even at the college level, students receive little training in population.

Several types of classroom materials have been developed, generally as instructional units for inclusion in social studies curricula. Most of these materials, however, have not been widely distributed.

What accounts for this situation? While legitimacy of the subject was a significant issue until recently, it is, by and large, not a problem today. Population education, for the most part, is better understood and deemed acceptable and important for inclusion in the curriculum. School authorities point to lack of resources and competing priorities for innovative programs as the major barriers to the introduction of population education.

Attitudes and experiences of teachers of population education are revealed in a recent survey conducted by the University of Cincinnati.2/ The major problems in introducing population education in their schools were identified as: (1) lack of time; (2) lack of materials; (3) high cost of materials; (4) lack of training. The teachers did not encounter difficulty with students, the school administration, or the community.

Elementary and secondary schools, teacher training institutions and universities are expected to continue to be the focal point of training and materials development. It is important to note that there is growing interest in extending population education programs to the non-school area, as evidenced by programs of 4-H clubs and home economics groups. Less formal settings, such as extension programs, adult and continuing education courses and community development workshops are logical vehicles. One means of reaching a much wider audience is to adapt existing resources for non-school use. New materials are also needed that are suitable to the interests and concerns of the general public.

Heightened Interest

Against this backdrop of limited activity and support there is evidence to suggest that Americans are increasingly concerned with U.S. and world population issues. In a recent National

Assessment of Educational Progress report 3/ "overpopulation" was considered by 13 and 17 year-olds and young adults (ages 26-35) to rank second only to pollution as a major problem of large cities in the United States. Overpopulation runs ahead of crime, economic problems, drugs and poverty.

A nationwide survey on the knowledge and attitudes of young Americans (18-25 years) indicated that this age group recognizes the tremendous importance of world hunger and poverty and feels that both should receive far greater attention at the U.S. government level.4/ Overpopulation is thought to be the second most serious world problem by two-thirds of American youth, following closely after the population-related problems of pollution and depletion of natural resources. The data demonstrate that social awareness in America is a function of education rather than age. Better educated Americans understood more about world poverty and were more sympathetic to the problems of development.

Yet knowledge and proper preparation do not keep pace with interest. Surveys of teachers reveal a limited knowledge about the population dimensions of life, yet a high level of interest in teaching population education. An investigation conducted in the six New England states and New York on teachers' understanding of elementary demographic concepts and attitudes toward population education indicated that the majority of 573 respondents believe population education should be part of the high school curricula, and 48 percent saw their own teaching subject as an appropriate vehicle. However, when questioned on U.S. and world population size, growth rate, and "doubling time," the majority gave incorrect answers. 5/

So, too, the public at large. Reliable surveys in the United States reveal a widespread ignorance about population matters. Many Americans erroneously conceive of population as a problem of rapid growth that has been triggered by high birth rates of the poor. When asked to give something as

elementary as the population of the United States and the world:

> . . . Six out of ten Americans did not know or could not guess the population of the United States within 50 million persons. Young Americans, many still in school, did a slightly better job with the question-- but only by a couple of percentage points.
>
> . . . Only 16 percent of the people surveyed knew or could guess the world's population within one-half billion. 6/

Ironically, while the availability of information on population is increasing and a high level of interest is maintained, students, teachers and the general public appear relatively ignorant of population facts and trends.

Key Developments in Non-Federal Sector

Although population education can be considered in the pioneering stage of development, with scattered yet significant successes registered, there is evidence that the pace of activity is quickening and interest mounting. The non-federal sector has been primarily responsible for promoting population education. Several important developments should be noted:

The Baltimore City Public Schools, the seventh largest school system in the country, officially institutionalized population education units into the social studies program at three grade levels in 1975. Ten years of effort preceded this development, an effort marked by the active involvement, cooperation and participation of school administrators, classroom teachers and concerned private citizens. Private foundations contributed financial support; the Population Reference Bureau and the HEW Office of Population Affairs provided educational materials. Seven school systems are in the process of adapting the Baltimore program to their specific needs: Baltimore County; Cincinnati; Odessa, Dela.; Richmond, Va.; St. Louis; Tallahassee and Westport, Ct. The Baltimore experience has demonstrated that population education materials and methods developed by a large, urban school system can be useful to other systems of varying size situated in rural, urban or suburban areas.

The National Catholic Educational Association (NCEA), representing 6500 elementary and 1700 secondary schools serving 900,000 students in the United States, advocates population education as a necessary part of overall education for social justice. NCEA is actively pursuing the inclusion of population studies in the Catholic school curricula. In the Catholic sphere it is not a question of whether or when to teach population education but how it can best be introduced in the shortest possible time. In the view of an NCEA spokesperson: "Through population education we are finding a way to face the question people think we're not willing to face--that is, the population issue."

Implementation Projects. Working under a grant from the HEW Office of Environmental Education (OEE), the Population Education Division of Zero Population Growth is making progress toward strengthening and expanding elementary and secondary level instruction in population dynamics in the public school districts of five states: Maryland, Delaware, Ohio, Florida and New Jersey. Workshops and follow-up activities are planned and sponsored with personnel of participating educational institutions. The project is demonstrating that even with limited budgets and time frames schools can utilize various implementation strategies to incorporate population education components into existing courses. The program has also generated the interest of grassroots-level groups, such as Sierra Club chapters and Audubon Society affiliates, for training in population education. OEE has awarded a second year grant to allow for coverage of additional states and for the development of an implementation model to incorporate population into school curricula.

The Population Reference Bureau. Of the private agencies, perhaps the Population Reference Bureau has done the most to translate demographic and related phenomena into understandable and meaningful materials for students, teachers and the general public. A nonprofit organization founded in 1929, the Bureau prepares and distributes information on population dynamics. Its Population Education Program organizes and participates in educational workshops. According to the Bureau, requests for its materials, which explore the implications of population change for social and economic development and for environmental and resource use, have increased considerably in the past several years. It has distributed to teachers and students 100,000 copies of Options: A Study Guide to Population and the American Future. Options is basically a teachers' guide to both

the film version and the Final Report of the Commission on Population Growth and the American Future (see page 7) and was produced by the Bureau in conjunction with the New Jersey State Council on Environmental Education under a grant from the U.S. Office of Education.

The National Education Association passed two resolutions in 1973 and 1975 encouraging the inclusion of population education in the schools.

Professional societies. At one or more annual meetings of the following professional societies special sessions have been devoted to population education: American Association for the Advancement of Science, the American Association of Colleges of Teacher Education, American Association of Secondary School Principals, National Council for the Social Studies, National Science Teachers Association and the Population Association of America.

Federal Involvement

From discussions and reports generated, it is evident that population education is relevant to the program interests of the Federal agencies represented on the FICE Subcommittee on Population Education. It also appears that authorizing legislation is broad enough for agencies, at their discretion, to provide support for population education activities. In addition, their stated or implied mandates, policies and concerns include a significant population component.

In essence, agencies have the potential for making an impact on fulfilling the basic needs of population education. In most cases, however, population education per se is not specifically addressed in their programs and so is not directly supported.

Potential for supporting population education is reflected in the attached chart of agency resources. In most cases the programs represent "near-involvement" in population education, i.e., activities that come close to but do not actually focus on population education.

What is needed--and here the subcommittee has made a significant contribution to date--is a higher degree of population awareness, a clearer recognition of the interrelationship

RESOURCES OF FEDERAL GOVERNMENT FOR POPULATION EDUCATION

Agency \ Resource	Development and/or dissemination of materials			Data User Services	Funding to support....					Training		Provision of expertise	Public speakers
					Research to Develop content	Development of curricula		Evaluation of		Long term	Short term		
	Elem./ Sec.	Univ.	General			Elem./ Sec.	Higher Educ.	Programs	Attitude/ behavior changes				
Dept. Agriculture													
Econ. Res. Serv.	x	x	x		x								
Extension Serv.	x	x	x								x	x	
Dept. Commerce													
Census Bureau	x	x	x	x						x	x	x	x
DHEW													
Adm. on Aging	x	x	x										
Ctr. Pop. Res. (NIH)	x	x	x	x	x			x	x		x	x	x
Nat. Ctr. Hlth. Stat.	x	x	x	x									
Nat'l Inst. Educ.	x	x			x	x		x	x		x	x	x
Off. of Education	x	x	x					x				x	
Off. of Pop. Affairs												x	x
Soc. Sec. Admin.	x	x	x	x				x				x	x
Dept. Labor													
Bur. Labor. Stat.	x	x	x	x									
Women's Bureau	x	x	x										
Dept. State													
A.I.D.	x	x	x										x
Council Env. Qlty.										x		x	
Energy R&D Adm.	x	x	x										x
Envir. Prot. Agcy.						x	x			x	x		
Fed. Energy Adm.			x										x
Dept. Justice			x								x		
Immig. & Nat. Serv.			x		x								x
Nat. Sci. Found.					x	x	x				x	x	
Dept. Housing and Urban Development	x	x	x		x							x	x

between population and agency missions, an increased level of responsiveness to population concerns as they affect an agency's program, a greater effort to include the social factor in agency objectives. It is hoped that heightened awareness of the importance of population factors will lead to the acceptance of population education as a priority area and thence to direct support of this activity. Bywords emerging from Committee sessions are: think population...think of it as a priority... think people and where they fit into the program scheme...what is the population impact of the program.

A high-level policy decision to highlight population education as an agency goal will allow a slight turn of program thrust and a sharpening of an existing program's focus, and population education will become an important component in some of an agency's activities.

There are some indications that Federal agencies, in formulating plans and programs, are now seeking to predict the total impact of their programs on the population of any given area. The time seems appropriate, therefore, to promote support for population education.

Congressional Interest

Congress, too, is looking for indicators that agency programs are adequately dealing with the interrelation between population, the environment and the public interest. The Congressional Office of Technology Assessment (OTA) considers that the approach of the Energy Research and Development Administration (ERDA) toward the solution of energy problems is deficient because of its heavy reliance on energy technology options at the expense of a broader approach. In its 1975 "Analysis of the ERDA Plan and Program" OTA states: "Simply establishing technical feasibility is insufficient as non-technical constraints may prohibit implementation. Such constraints could include any or all of: transportation, resource, manpower and capital availability; public acceptability; or institutional, jurisdictional, economic, and environmental compatibility. If ERDA is to supply solutions to energy problems as mandated by Public Law 93-577, none of these can be neglected."

In recent hearings of the Subcommittee on Census and Population of the House Post Office and Civil Service Committee, Chairperson Patricia Schroeder stated that population education

would be useful for government planners and policymakers. With more knowledge and understanding of population trends and factors, she stated, government could more effectively and efficiently plan for educational and health needs, old-age security benefits and the like, and with the resulting ability to foresee a crisis, such as the social security trust fund crisis, perhaps avoid it.

Recommendations

I. The FICE Subcommittee on Population Education recognizes it to be a legitimate educational function and responsibility of the Federal government to encourage and promote knowledge and understanding of the importance of population developments to the well being of the nation. Population education, an important vehicle to promote population awareness, should be considered a national educational priority and the Federal government should provide leadership and support:

A. To facilitate the introduction of population education into the nation's schools at the elementary, secondary, post-secondary, college and university levels. This can be accomplished by: (1) advancing the initiatives already taken with respect to teacher training and the development and dissemination of teaching materials and methods; (2) assisting state and local education agencies to establish and conduct programs in which population education is an integral part of school courses.

B. To enhance public interest and concern in population dynamics, especially relating to the implications of population growth and change for social, economic and political structures in the United States and the world. It is also essential to inform national, state and local leadership and the media concerning the nature of population issues and the field of population education, and to enlist their support for the development of population education programs.

II. To fulfill these objectives:

A. Appropriate Federal agencies, whose program goals and objectives can be broadened to encompass this activity, should make the maximum possible effort to use existing authorities to structure the population education function and funding (including program and staff support) into annual program planning. An individual or office within each agency should be designated to review agency activities for opportunities to infuse population education into relevant program areas.

The following officials and agencies represented on the subcommittee, because of the nature and extent of their programs, are urged to assume a leadership role in implementing the above recommendation without delay. Specifically, it is recommended that:

(1) The Secretary of HEW designate population education a national educational priority and direct appropriate HEW agencies to provide the necessary support to pursue this activity effectively. The Secretary of HEW also identify and provide resources of an appropriate magnitude to strengthen the capability of the HEW Office of Population Affairs to discharge the coordinative responsibilities entrusted to it, namely: (1) providing overall leadership for population education within HEW; (2) serving as the lead liaison unit for the department with other governmental agencies.

(2) The Commissioner of Education, U.S. Office of Education (USOE), assign professional personnel and sufficient support and financial resources to a Population Education Coordinator for USOE to advise on how the wide array of programs can best be applied toward identifying and verifying ongoing successful population education programs and practices and to promote the adaptation and adoption of similar activities in other school districts across the country. The HEW Assistant Secretary for Education and the Commissioner of Education are especially requested to give favorable consideration to population education in their respective areas of responsibility.

(3) The Bureau of the Census (1) adapt Census reports and analytical studies to classroom-ready materials; (2) service the needs of teachers and students interested in pursuing

population studies; (3) provide annotated lists of Census publications to educators, librarians and population groups.

(4) The National Science Foundation target grant program support for population education relating to the development of educational materials and to the establishment of population education workshops for teachers.

(5) The Immigration and Naturalization Service adapt population-related reports on both legal and illegal immigration to educational materials suitable for use in both school and non-school settings.

(6) The Department of Agriculture-Extension Service give increased emphasis, where appropriate, to population information in out-of-school educational programs relating to family and community life, and food and fibre production.

(7) The Department of Labor adapt population-related reports and analyses to educational materials suitable for use in both school and non-school settings.

(8) The National Institute of Education and the National Council on Educational Research consider as a priority research dealing with the identification, description and manipulation of critical variables in population dynamics and population education.

(9) The Center for Population Research, NIH (1) tailor the results of research undertaken under its auspices to the development of course units in population education; (2) evaluate the effects of population education courses on attitudes of students and teachers.

B. An Administration initiative should be undertaken to implement the program support recommendations of the FICE Subcommittee on Population Education. In cooperation with the Office of Management and Budget, existing authorities should be used and funds

reallocated to target on the following specific areas of need in population education: personnel development and training; development and dissemination of educational materials; program evaluation. If necessary to assure adequate staff and funding, a legislative initiative might be considered some time in the future.

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